

Integrated Performance Assessment French AP
Theme: education
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Essential question: How do your educational experiences affect your life?

Objectives:

Interpretive:

1. Students will be able to understand a variety of educational issues presented through film.
2. Students will be able to research and compare francophone school websites.
3. Students will be able to read and understand a literary text taking place in a school

Interpersonal:

1. Students will be able to exchange personal reactions to videoclips related to education.
2. Students will be able to participate in an on line discussion related to a particular educational philosophy.

Presentational:

Students will be able to present their views on a controversial educational issue.

World Readiness Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Connections: 3.1, 3.2

Comparisons: 4.1, 4.2

Communities: 5.2

Common Core Anchor Standards:

Reading: R1, R4, R5, R7, R9

Writing: W6, W7, W9

Speaking and Listening: SL1, SL2, SL3, SL4

Language: L1, L2, L4

Functions:

Students describe, narrate, explain, state an opinion. Students demonstrate understanding of the main idea and key details in authentic texts. Students produce and present a written and product in a culturally authentic way.

Vocabulary:

Essential vocabulary for the film *L'argent de poche*.

Elementary and secondary level education terms.

Terms used in a debate for expressing opinion.

Structures:

Present and past tenses. Subjunctive used to express opinion. Conjunctions for extended discourse

Performance tasks:

Interpretive

1. Students will view and analyze the classic film *L'argent de poche* by François Truffaut. As they watch the film they will write reflections in their journal describing the main characters (Julien, Patrick, Martine, Sylvie, Gregory, les frères De Luca).
2. Students will go on line to research the websites of 4 schools from the francophone world (France, Québec, Martinique, and Sénégal). Their comprehension will be assessed through the completion of a graphic organizer in which they compare curriculum and course offerings, activities, resources, and menus. The teacher will provide the websites or use the following sources:
Lycée Ampère, Lyon
<http://ampere.elycee.rhonealpes.fr/>

College de Montreal, Québec
<https://college-montreal.qc.ca/pedagogie/grille-matieres/>

Lycée de Bellevue, Fort-de-France, Martinique
<http://lyc-bellevue.ac-martinique.fr/index.php/fr/>

Lycée Jean Mermoz, Dakar, Sénégal
<http://www.lyceemermozdakar.org/>
3. Students will be able to read and understand the poem by Jacques Prévert entitled *Page d'écriture* that takes place in a repressive classroom where imagination is crushed. Their comprehension will be assessed through a series of short answer questions and a journal write about the message of the poem.
Page d'écriture: <https://www.lesvoixdelapoesie.com/poemes/page-decriture>
After reading the poem students will listen to the musical version of the poem sung by Yves Montand. <https://www.youtube.com/watch?v=Shs2H9u6wak>

Interpersonal

1. Students will view two video clips presenting two different views of educational experiences. The first video, *Adieu, monsieur le professeur*, shows a very traditional view of students and teachers in France. The second, *Ma direction*, presents a more negative view of schooling in France. After viewing the videoclips they will discuss with their table group and give their opinions about the two perspectives of

education presented in the clips. For grading purposes the discussion may be recorded on an iPhone, iPad, or computer.

Adieu Monsieur le professeur:

<https://www.youtube.com/watch?v=TyrZWgkL5Yo>

Ma direction: <https://www.youtube.com/watch?v=Y7-vP7TnluY>

2. Students will post on the class blog their reaction to the speech given at the end of the film, *L'argent de poche*, in which M. Richet, the teacher, talks to the class about Julien LeClou's life as an abused child and his hopes for the future.

Presentational Oral Final project instructions for students:

You have been studying a variety of authentic resources focusing on education. In your group of 4 you will prepare a debate to present to the class based on one of the following questions: (1) Grades should be eliminated. (2) Boys and girls should be separated in school. (3) You have to cheat to succeed in school. (4) Traditional classroom instruction is better than project-based learning. (5) Studying a foreign language should be required for graduation. (6) Homework should not be assigned.

Your group must provide 2 arguments for and 2 arguments against the hypothesis. You can use notes but you should not read your presentation. You must also show that you can react within a debate format to the opinions of the opposing argument. You will be graded on your content, vocabulary, language use, pronunciation, and fluency.